

ABSTRAK

OKTAVIANI: Analisis Kesalahan dalam Teks Narasi Siswa Kelas 1 SMA Negeri 1 Yogyakarta Tahun Pembelajaran 2012/2013. **Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2013.**

Penelitian ini bertujuan untuk (1) mendeskripsikan jenis-jenis dan kesalahan dalam menulis teks narasi pada siswa kelas 1 SMA Negeri 1 Yogyakarta Tahun pembelajaran 2012/2013 dan (2) mendeskripsikan penyebab-penyebab kesalahan dalam menulis teks narasi pada siswa kelas 1 SMA Negeri 1 Yogyakarta Tahun pembelajaran 2012/2013

Penelitian ini adalah penelitian studi kasus dengan menggunakan pendekatan kualitatif. Subjek penelitian adalah 32 teks hasil karangan siswa. Data lainnya diperoleh melalui wawancara mendalam dengan siswa. Data dianalisis dengan menggunakan dua teknik, yaitu teknik deskriptif kuantitatif dan teknik deskriptif kualitatif. Teknik deskriptif kualitatif terdiri dari empat langkah, yaitu *identification, classification and localization, counting, and description*.

Hasil penelitian adalah sebagai berikut. (1) empat kategori *errors* ditemukan pada hasil tulisan siswa, yang meliputi: (a) tujuh jenis *omission errors*, yakni *plural forms, omission of to be, omission of articles, omission of prepositions, omission of words, omission of auxiliary verb*, dan *omission of apostrophe as possessive noun markers*; (b) tiga jenis *addition errors*, yakni *regularization, redundancy*, dan *simple addition*; (c) enam jenis *selection errors*, yakni *misselection of words, misselection of word forms, misselection of prepositions, misselection of articles, incorrect use of verb forms*, dan *incorrect use of to be*; (d) delapan belas *misordering errors*. Selain itu, dari 396 kesalahan yang ditemukan, 2 diantaranya merupakan *global errors*. (2) *selection errors* memiliki frekuensi tertinggi (52.7%), diikuti *omission errors* (25.2%), kemudian *addition errors* (17.9%), dan *misordering errors* (4.0%). (3) ada dua jenis *direct factors* yang menyebabkan siswa membuat banyak kesalahan di dalam menulis, yakni (a) *negative interlingual transfer*, yang meliputi: *copulative verb interference, adverb interference, preposition interference, word-order interference*, dan *tense form interference*; (b) *negative intralingual transfer*, yang meliputi *misanalysis, incomplete of rules application, ignorance of rules restriction*, dan *overgeneralization*. (4) tiga macam sumber dari *indirect factors* yang menyebabkan kesalahan di dalam menulis, yakni: rendahnya minat siswa terhadap bahasa Inggris, tidak adanya *feedback* mengenai hasil tulisan siswa, dan kurangnya frekuensi pembelajaran menulis.

Kata Kunci: *keterampilan menulis, kesalahan, analisis kesalahan, interferensi*

ABSTRACT

OKTAVIANI: *An Error Analysis of the Narrative Written Texts of the First Year Students of SMA Negeri 1 Yogyakarta in the Academic Year of 2012/2013.* **Thesis. Yogyakarta: Graduate School, State University of Yogyakarta, 2013.**

This research study aims at (1) describing the kinds of errors made by the first year students of SMA Negeri 1 Yogyakarta in writing narrative texts and (2) describing the the causal factors of errors made by the first year students of SMA Negeri 1 Yogyakarta in writing narrative texts.

The study was a case study which used a qualitative approach. The data were obtained from 32 students' written texts and in-depth interviews. The data were analyzed using two techniques, namely the quantitative descriptive technique and qualitative descriptive technique. The quantitative descriptive technique consisted of four steps: identification, classification and localization, counting, and description.

The results are as follows. (1) four categories of errors were found in the students' written texts, consisting of omission, addition, selection, and misordering. (a) there are seven kinds of omission errors in the form of plural forms, omission of to be, omission of articles, omission of prepositions, omission of words, omission of auxiliary verbs, and omission of apostrophe as possessive noun markers; (b) three kinds of addition errors in the form of regularization, redundancy and simple addition; (c) six kinds of selection errors in the form of misselection of word, misselection of word form, misselection of preposition, misselection of article, incorrect use of verb form, and the last is incorrect use of to be; (d) 18 errors in the form of misordering errors. Furthermore, from 396 errors found, 2 errors were global errors. (2) selection errors occur most frequently (52.7%) followed by omission errors (25. 2%), addition errors (17. 9%), and misordering errors (4. 0%). (3) two kinds of direct factors caused the students to make errors in their writing, namely; (a) negative interlanguage transfers in the forms of copulative verb interference, adverb interference, preposition interference, article interference, word-order interference, and tense form interference; (b) negative intralingual transfer in the forms of misanalysis, incomplete of rules application, ignorance of rules restriction, and overgeneralization. (4) the three sources of indirect factors causing the students to make errors in their writing are: students' low interest, feedback on the students' writing results, and low frequency of the writing instruction.

Keywords: *writing skill, errors, error analysis, interference*

